



EYFS Intimate Care, Personal Care and Toileting Policy

Name of the Owner: Ann Philip
Name of the Author: Ann Philip
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1. Policy Statement

This policy is primarily to provide guidance for the toileting needs of children in the EYFS including issues such as toilet training, incontinence and toilet accidents. However, personal care also includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing and dressing. It may also be useful in dealing with other incidents that may require a child to remove their clothes. These include changes required as a result of water play, messy play, sickness, weather, etc.

2. Introduction

At Reigate Grammar School Riyadh, we believe all children have the right to be safe and to be treated with dignity, privacy, and respect, and to be able to access all aspects of the education curriculum.

3. Aims

- To safeguard the rights and promote the welfare of children and young people.
- To provide guidance and reassurance to staff whose contracts include intimate care.
- To assure parents and carers that staff are knowledgeable about personal care and that their individual concerns are considered.
- To remove barriers to learning and participation, protect from discrimination, and ensure inclusion for all children and young people as pupils and students.

4. Definition of Intimate Care

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, bodily products, and personal hygiene, which demand direct or indirect contact with, or exposure of, the sexual parts of the body. Teaching staff have a duty of care but should be under no obligation to provide intimate care.

These tasks include:

- Dressing and undressing (underwear)
- Helping someone use the toilet.
- Washing intimate parts of the body

5. Definition of Personal Care

Personal care may often involve touching another person; however, it is less intimate and usually has the function of personal care tasks to include:

- Skincare / applying external medication (including sun lotion)
- Feeding
- Administering oral medication
- Hair care
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting to go to the toilet.

6. Basic Principles

Children and young people's intimate care needs cannot be seen in isolation or separated from other aspects of their lives. Encouraging them to participate in their own intimate or personal care should therefore be part of a general approach towards facilitating participation in daily life. It is essential that every child/young person is treated as an individual and that care is given as gently and as sensitively as possible. The child/young person should be encouraged to express choice and to have a positive image of his/her body. There should be recognition that toileting support can involve risks for both the child and any adults in attendance.

Staff should bear in mind the following principles:

- Children/young people have a right to feel safe and secure.
- Children/young people should be respected and valued as individuals.
- Children/young people have a right to privacy, dignity, and a professional approach from staff when meeting their needs.
- Give explanations of what is happening in a straightforward and reassuring way.
- Agree on terminology for parts of the body and bodily functions that will be used by staff and encourage children/young people to use these terms appropriately.

- Seek the child/young person's permission before undressing if he/she is unable to do this unaided.
- Respect a child/young person's preference for a particular sequence of care.
- Encourage the child/young person to undertake as much of the procedure for themselves as possible, including washing intimate areas and dressing/undressing.
- Keep records noting responses to intimate care and any changes in behaviour.
- Children/young people have the right to information and support to enable them to make appropriate choices.
- Children/young people have the right to be accepted for who they are, without regard to age, gender, ability, race, culture, or beliefs.
- Children/young people have a right to an education, and schools have a duty to identify and remove barriers to learning and participation for pupils of all abilities and needs.
- Children/young people have the right to express their views and have them heard.

7. Procedure for Intimate Care

Parents of children in the EYFS and creche are required to complete a consent form to agree to a member of staff to support their child with intimate care. Furthermore, parents will be kept fully informed of the procedures the school follows should their child need changing during school time. This information will be shared at the start of the year. A copy of the school policy is available on request.

7.1. Nursery

In Nursery we recognise that children will join us having reached differing levels of independence and development in toileting and self-care.

- Children are encouraged to take an interest in using the toilet, they may just want to sit on the toilet at first.
- Children are reminded at regular times to go to the toilet.
- Ensure that parents encourage toilet training at home.
- Children are changed whenever the need arises, we do not leave them in wet or soiled clothing.
- Children will be changed as soon as an 'accident' is discovered. Parents/carers of children who have soiled will not be asked to come to school to change their child. If the child is unwell, parents/carers will be asked to come and collect them from school.
- Key persons undertake to change children in their key groups; a secondary key person will change them if the key person is absent.
- Children are encouraged to wash their hands and have soap and paper towels readily available.

7.2. Reception

In Reception we have an expectation that children will:

- Know when they need to go to the toilet.
- Know how to use the toilet for themselves.
- Be reasonably effective at cleaning themselves after using the toilet.
- Children can use the toilets whenever they have the need to and are encouraged to be independent.
- Children are reminded at regular times to go to the toilet- e.g. after snack break, before and after lunch, before leaving the building.
- Children are encouraged to wash their hands and have soap and paper towels readily available.
- Children are not left in soiled or wet pants or clothes as the school has a 'duty of care' towards children's needs, and this could be interpreted as neglect.

7.3. Guidelines for staff involved in the process as detailed below.

- All staff are familiar with the hygiene procedures and carry them out.
- Children need to be monitored and supported when using the toilet.
- Encourage them to manage their own personal hygiene as soon as the children are able but give support where necessary.
- Ensure children wash their hands after each use.
- If they soil themselves, adults must deal with the situation in a calm, sympathetic manner.

- Place any clothes in a bag and give them to parents/carers at the end of the school day.
- Young children are not left in soiled or wet pants as we have a 'duty of care' towards children's needs, and this could be interpreted as neglect.
- Prompt child during the morning to try to go to the toilet.
- Teach children how to change themselves.
- Agree to a 'minimum change' policy i.e. the school will not undertake to change the child more frequently than if s/he were at home.

Throughout this whole procedure the adult will use this process as a teaching point, encouraging the child to help with the changing as much as they can in order to make them independent. This will include:

- Helping to take down own clothes and underwear.
- Helping to wipe themselves.
- Helping to pull up their own underwear and clothing.
- Helping to flush the toilet.
- Given time to explore the toilet and talk about it.
- Given time to wash their hands and dry with paper towels.

7.4. Staff Guidelines for dealing with a soiled child

For children in the EYFS the teaching assistant and teacher will be responsible for:

- Changing the soiled child.
- Older children will be supported in cleaning and changing as determined by their level of independence to do so.
- The School Nurse would be involved as required.

8. Safeguarding

We recognise that some children and young people with disabilities and language barriers are more vulnerable to abuse and discrimination. Please read this policy in conjunction with the School's Safeguarding Policy. It is best practice and the expectation for one adult to be involved in attending to a child's personal needs; however, a second member of staff will always be in the vicinity and in a place where they can be seen by another adult if needed. It is practice that the adult who is going to change the child informs another member of staff and the child that they are going to do this.

At all times staff are encouraged to remain highly vigilant for any signs or symptom of improper practice, as they do for all activities within school. If any marks or injuries are noticed on a child during changing this should be immediately referred to a Designated Safeguarding Lead to follow up. Please refer to the safeguarding policy to see who this is.

9. Continence

Achieving continence is one of the many developmental milestones usually reached within the context of learning before a child transfers to school. However, we acknowledge that there may be children with longer term continence issues for whom an individual health care plan may need to be put in place. In addition, there may be children joining us in school who are at various points of developing their independence in toileting who may well need short term support in this important area of self-care.

10. Toilet Training

Starting at an Early Years setting is always an important and potentially challenging time for both children and their parents; it is also a time of growth and very rapid developmental change for all children. As with all developmental milestones in the Early Years Foundation Stage, there is wide variation in the time at which children master the skills involved in being fully toilet trained. For a variety of reasons children admitted to the school should be:

- fully toilet trained
- have been fully toilet trained but regressed for a little while due to the excitement and stress of starting at a setting
- may be fully toilet trained at home but have accidents in the setting, or vice versa
- be fully toilet trained but has a serious disability or learning difficulty

- have SEND and might require help with some or all aspects of personal care.

At RGSR we work with parents to support their children in toilet training.

11. Health and Safety

The toilets in both Nursery and Reception are of the appropriate size for the children. Each classroom will have appropriate resources provided:

1. Disposable Gloves and Apron
2. Wet wipes
3. Bin
4. A selection of suitable spare clothing
5. Plastic bags for wet/soiled clothing
6. Antibacterial cleanser
7. Air Freshener

If a child accidentally wets or soils himself/herself they are, whenever possible, attended to in the designated area.

Intimate care arrangements must be agreed by the parents and consent forms signed for the EYFS pupils on admission to the school. When intimate care has been delivered it will be recorded on a record form (attached) and parents will be informed via email.

This policy must be read in conjunction with the following policies:

- Health and Safety Policy
- Safeguarding Policy
- Staff Code of Conduct Policy

Appendix I

Procedure for Changing Children

1. Let other adults in the unit know when a child is being taken to be changed.
2. Ensure the adult changing the child is not in place where there is no visibility possible by another adult.
3. Wash hands.
4. Assemble equipment including any provided by the parent (change of clothes, etc.).
5. Ask the child to stand on the changing mat.
6. Put on gloves / apron.
7. Remove wet / soiled clothing.
8. The child's skin should be cleaned with a disposable wipe.
9. Any wet/soiled clothing should be placed in a plastic bag and stored on a temporary basis and given to parents at the end of the school day.
10. Put on new clothing if necessary.
11. Once the child has been changed and removed from the changing area, the surface should be cleaned with a detergent spray or antibacterial wipes and left to dry.
12. Gloves and aprons and any items used for cleaning the changing area will be disposed of appropriately.
13. Hands should be thoroughly washed afterwards.

Appendix 2

Dear EYFS Parents

In the EYFS there are occasions when children may require support with intimate care. Staff working with children will always be sensitive to each individual child's needs. We will involve the child as far as possible in his/her own intimate care, encourage independence, and be sensitive and responsive to the child's reactions, always aiming to promote his/her self-image. Students, volunteers and other parents are NOT permitted to provide intimate care. If your child is taking any medication that could cause stomach upsets or loss of bladder control it is important that you notify your child's class teacher and provide additional clothing in case, there is a need to change your child during the course of the medication.

We would be grateful if you would complete the permission slip below if you are in agreement with the above. Our Intimate Care and Toileting Policy is available on the school website.

To: RGSR EYFS

Child's Name: Form:

I give permission to the school to provide appropriate intimate care support to my child e.g. changing soiled clothing, washing and toileting. I will inform any medical complaint my child may have which affects issues of intimate care if/when they arise.

Relationship to Child:

Signed:

Date:

Appendix 3

TOILETING AND PERSONAL CARE RECORD FORM				
Date	Time	Type of Care Carried Out (Toileting, Clothes Change, Other Personal Care Task)	Carried Out By	Signature